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ABSTRACT

A description is given of the development and implementation of an inservice program, "Project Excel," which was designed in accordance with andragogical theory. This theory is based upon four major assumptions: (1) as people grow, they become increasingly self-directed; (2) as people grow, a reservoir of experiences which provide a resource for learning develops; (3) as people mature, the readiness to learn becomes increasingly related to developmental tasks; and (4) the orientation toward learning grows increasingly problem-centered. Detailed information on all of the components of "Project Excel" are appended to the description of the program's development. These appendices include an inservice needs survey, a list of Project Excel III sessions, and an evaluation sheet. (JD)

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PROJECT EXCEL: A MODEL FOR AN INDIVIDUALLY FOCUSED STAFF DEVELOPMENT PROGRAM

by

Nancy A. Minix, Ed.D., Assistant Professor
Western Kentucky University

and

Winston Thomas Pearce, Ph.D., Assistant Superintendent
Warren County Public Schools

as

presented at the

Annual Meeting of the

National Council of States on Inservice Education

in

Nashville, Tennessee

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Nancy A. Minix, Ed.D., Assistant Professor
Western Kentucky University
Winston Thomas Pearce, Ph.D., Assistant Superintendent
Warren County Public Schools

The Problem

Increasing instructional challenges emphasize the need for teacher inservice programs that are comprehensive, efficiently managed, and meet the demands of the adult learner. In 1983 a report of the National Commission on Excellence in Education included the recommendation that teacher development be improved to contribute to school improvement.

Current research in the area of inservice teacher education indicates direction for program planners. Lawrence and Harrison (1980), Levine (1984), Rosenholtz (1934), Schlechty et. al. (1984), and Ward (1985) have compiled characteristics of effective teacher development efforts that are believed to produce meaningful changes in classroom performance and ultimately instructional enhancement. A summary of those recommendations are subsumed in the following statements:

1. Individual school-level needs are addressed and teachers and administrators work together to identify areas where improvement is needed.

2. Large group presentations are minimized and self-instruction and peer group interaction sessions are deemed most effective.

3. The use of external consultants are minimized and building level teachers and administrators provide much of the substantive program content as well as provide ongoing informal discussion.

4. New models, strategies, information, and materials are introduced through presentations, observations, and ongoing coaching activities; in addition, building level support including materials and technical assistance are provided.

Other equally important considerations in the development of teacher inservice programs are those that relate to adult learning, cognition, and change (Feistritzer, 1983; Schlecty and Vance, 1981). Wood and Thompson (1980) wrote that "the major flaw in staff development appears to be that we have ignored what is known about the adult learner and adult learning" (p. 375). Willie and Howey (1980) maintained that the advances made in understanding adult learning had the potential for providing a portion of the conceptual foundation for teacher inservice education.

If Wood and Thompson (1980) were correct in their belief that inservice educators needed to incorporate what was known about the adult learner into their inservice planning strategies, then there exists a need to develop a process for planning teacher inservice programs which take into account those qualities which are characteristic of adults. One approach to dealing with the adult learner is andragogy. The concept of andragogy was probably first used by Alexander Kapp in 1833 to describe the educational theory of Plato

(Knowles, 1978). The term was first intoduced into American literature by Knowles (1978). There has been at least four major treatments of the theory of andragogy in America (Ingalls & Arceri, 1972; Knowles, 1970, 1978; Minix, 1981).

According to Knowles (1978) andragogical theory was based on at least four main assumptions. First, was the assumption that as people grow they become increasingly self-directed. The second assumption was that as people grow a reservoir of experiences which provide a resource for learning develops. Thirdly, it was assumed that as people mature the readiness to learn becomes increasingly related to developmental tasks. Finally, it was assumed that the orientation toward learning grows increasingly problem-centered.

Andragogy is a relatively new concept in American education. It does seem, however, to offer inservice planners a potential theory base for developing programs which are more closely directed toward the adult learner and correlates well with current beliefs related to effective teacher development. Minix (1981) investigated andragogical theory in terms of elementary and secondary teachers perceptions of the theory as a model for inservice education. Teacher respondents incidated that andragogy as a theoretical base for planning inservice programs appeared to offer an approach which was congruent with teacher beliefs about inservice education. However, teachers did not feel that andragogical processes were currently utilized as frequently as they would like in teacher inservice programs.

A survey conducted under the auspices of Phi Delta Kappa's Commission on Professional Renewal was reported by King, Hayes, and Newman (1971). The purpose of the survey was to gather data which might provide a tentative answer to the following question: Why did teachers frequently respond negatively to teacher inservice programs? The findings of the survey were based upon 1,300 inservice descriptions. The survey revealed that successful teacher inservice programs had seven distinct processes. These processes are listed as follows:

1. Efforts were made to identify local needs and concerns.

2. Needs and concerns were listed and categorized.

3. A decision-making group assigned priorities to the topics derived from the needs assessment. Avenues were provided for topics for which there was limited interest. For example, individual study and special interest groups were utilized.

4. When topics were selected, commitments were made by the district school system and the teachers.

5. Following the commitment, planning, and programming took place.

6. The plan was implemented.

7. The last step was evaluation.

Throughout the seven processes mutual and cooperative planning were emphasized.

Adult goals needed for continuing educational growth were set forth by Houle in 1967 as he examined the needs of

the professional in general. As a result of Houle's assessment four broad areas that practicing professionals need were identified as (a) maintaining current knowledge of the profession, (b) mastering new concepts and procedures, (c) studying disciplines which form the foundation of the profession, and (d) growing as people. Willie and Howey (1980) suggested that adult development should be added to Houle's four areas. They viewed adult development as different from adult growth; therefore, creating a fifth need--the need to understand the interactions of psychological, physical, and social aspects of human development in order to better understand self and others.

Several important questions relevant to the content and implementation of inservice progams that should be addressed in terms of the adult learner are presented by Willie and Howey (1980). The following are summarized examples of such questions:

1. Does the environment provide a sense of security?
2. Are the presenters familiar to the participants?
3. Have teachers contributed to the what, when, where, and why of the activity?
4. Can participants apply learning in the classroom?
5. Do the participating teachers feel respected as adults?
6. Is the task clear?

According to Minix's research (1981) teachers indicated that they did not effectively utilize information learned during inservice meetings to change their classroom behavior,

nor did they feel that inservice education affected the academic achievement of their students. It appears that theories of adult development have been ignored in planning teacher inservice programs. Programs that effectively consider and include adult develoment concerns will likely lead to programs which will accommodate the individual teacher's professional development needs more effectively and more appropriately. The need to find effective ways to provide staff development appears to be a major concern among inservice planners.

The Purpose

The purpose of this project was to incorporate current theories of adult growth in the development of an effective model for teacher inservice education and staff development. Teacher inservice education was operationally defined as those educational activities undertaken by teachers to promote growth in professional knowledge, professional skills, or personal growth which enhances professional performance. Staff development was operationaly defined as improvement activities that relate to increasing individual teacher's professional-job related knowledge and skills.

Specifically, this project endeavors to provide a staff development program which answers, teachers' needs to have (a) clearly stated objectives, (b) appropriate content, (c) helpful resource materials, (d) adequate participant involvement, (e) knowledgeable and organized presenters, (f) helpful job related concepts and information, and (g) overall, high quality inservice sessions.

Methods

Population

The population is composed of all elementary and secondary teachers employed by the Warren County Public Schools, including guidance counselors and itinerant teaching personnel, since the beginning of the 1984-85 school year. Warren County Public Schools is located in Bowling Green, Kentucky which is situated in the southcentral portion of Kentucky. Warren County Public Schools serves a rural student population of approximately 9000 with an instructional staff of approximately 400.

Procedures

Development of the model followed the recommendations set forth in Phi Delta Kappa's Commission on Professional Renewal (Kind, Hayes, & Newman, 1977) delineating distinct components of successful teacher inservice programs. The components and a description of the procedure implemented under each component follows:

Identification of Local Needs. The procedure for identification of local needs included two components. The first component was designed to collect responses from teachers to a universe of inservice topics. Teachers were asked to respond with a written statement to hundreds of possible inservice topics identifying those that specifically applied to their needs. These responses were collected, bound, and sent back to each of the thirteen district schools in order to provide comprehensive feedback to each school for the purpose of planning school-based staff development and

allow teachers to compare their professional concerns with those of teachers across the district. In addition, these volumes were analyzed to identify the most common inservice topics.

Categorization of Needs. After the most frequent topics of concern were selected a final document was developed and comprised the second component of the needs assessment procedure. This document was designed in the form of a Likert equal interval item response survey. All district teachers were asked to respond to the survey in terms of their current knowledge level of the topics and their need for knowledge as related to their current job assignment.

Assignment of Priorities. Responses were computer analyzed by a Professional Development Consortium located at Western Kentucky University and scale totals for current knowledge levels and need for knowledge were combined to gain a total weight for each survey item. First, items that received a high response rate for the total group were scheduled for the fall inservice activity. Next, responses were analyzed according to percentages for special interest groups. This enabled identification and inclusion of sessions for groups including such areas as agriculture, music, library, special education, home economics, art, guidance, and industrial arts. Finally, responses were analyzed according to individual schools in order to provide building level principals with school-based staff development topics. As a result of the two prong need identification process a list of approximately 100 topics was selected.

Obtainment of Commitments. A complete matrix of proposed sessions, session descriptions, and times was developed. Teachers were asked to pre-register for sessions and times and were required to obtain at least nine of their required twelve flexible inservice hours during the fall inservice program. Most sessions were one-hour in length, several were two-hour, and a few were longer depending to the content to be covered. Teachers were asked to provide first, second, and third choices in the selection procedure. Pre-registration forms were returned to the district office and entered into the computer according to the preferences of each teacher. With the exception of general sessions, most sessions were limited to 30 or fewer participants. Sessions with less than ten participants were eliminated and extremely large sessions were divided into separate sessions offered at the same time, but with different presenters. Finalized schedules were returned to the teachers along with locations and room assignments.

Another component related to the commitment stage dealt with the session presenters. Presenters were contacted and requested to deal with the pre-selected topics at the pre-arranged times. The list of presenters was made-up of outside consultants including university faculty members, Kentuky State Department of Education Program consultants, representatives from textbook companies, the Dairy Council, and Kentucky Educational Television. External consultants were paid for through a combinaton of district funds, Professionl Development Consortium funds, and contributions

from support agencies. Internal consultants including building principals, central office administrators, and teachers were asked to conduct sessions. Internal consultants were not paid; however, teachers were allowed double inservice credit for serving as presenters. Presenters were provided with packets including a complete list of sessions, session descriptions, times, maps, and locations. In addition, presenter packets included requests for needs related to equipment and duplicaton of materials.

Implementation of the Plan. The program, entitled Project Excel, was implemented at a central location in August immediately prior to the beginning of school. Duplication of materials for presenters was handled at the district print facility and distributed to presenters as they arrived at Project Excel for their presentations. The building principal, whose facility was chosen for implementation of Project Excel, was instrumental in planning throughout the entire process. The cooperation and support required from the site principal and his staff were significant to the success of the Project. The staff at the high school coordinated and carefully monitored equipment as needed and requested by presenters. In addition, an information desk was staffed and located at the entrance of the building in order to answer questions, assist presenters, and facilitate organization.

Evaluation of the Plan. Teachers were asked to respond at the conclusion of each session using a five-point equal interval scale. The following seven items were included for

evaluative purposes:

1. The objectives of this session were (1) not clear to (5) very clear.

2. The content was (1) inappropriate to (5) highly appropriate.

3. The resource materials for this session were (1) not helpful to (5) very helpful.

4. Participant involvement was (1) inadequate to (5) adequate.

5. The presenter's knowledge/organization was (1) poor to (5) excellent.

6. In my job, the concepts/information in this session will be (1) not helpful to (5) very helpful.

7. My overall evaluation is (1) poor to (5) excellent.

Responses were again computer analyzed by the Professional Development Consortium located at Western Kentucky University.

Instrumentation

All assessment instruments, program format, and evaluation instruments were developed by district personnel for the purposes of the project. No standardized instruments were utilized; however, the evaluation items and the needs assessment format were recommended by the Professional Development Consortium.

Data Analyses

The raw data were tallied and the results of these tallies served as sources for analysis. The data were computer analyzed yielding frequencies and percentages for

each survey item according to session number.

Descriptive statistics were used to summarize the results of the project. The treatment yielded information for each session and each survey item in terms of response frequencies and percentages. Averages and percentages for the seven evaluation survey items were calculated, reported graphically, and evaluated. Individual teachers' comments were taken into consideration in the conclusions and findings.

Findings

Table 1 presents the number of teachers responding to session evaluations and the response frequencies in terms of percentages for each equal interval item. The total number of teachers responding was 2005. This large number was possible since most teachers elected to attend numerous sessions. Table 1 deals only with 1984-85 Project Excel results. Four of the response items received percentages greater than 50% on the high end of the scale indicating that the objectives were very clear, content was highly appropriate, sessions' concepts and information were very helpful, and the overall evaluation was excellent. One survey item achieved a percentage of 65.04% indicating that presenter's knowledge and organization was excellent. Two items achieved 47.68% and 42.74% on the high end of the scale. Those items dealt with the helpfulness of resource materials and the adequacy of participant involvement respectively. Participant involvement acheived a 2.49% on the low end of the scale indicating that in some cases

participant involvement was inadequate.

Table 2 deals with the mean score for all participants responding to session evaluations. Each mean score is calculated according to each of the seven evaluation survey items for all sessions. The information presented includes the 1984-85 and 1985-86 Project Excel respondent totals. Comparisons of the mean scores for 1984-85 and 1985-86 indicate that equal interval item responses were closer to the high end of the scale for each survey item. Scores ranged from 4.10 to 4.41 in 1984-85 and 4.31 to 4.62 in 1985-86. The highest ranking item dealt with the presenters knowledge/organization and was consistently high for both years. The lowest ranking item dealt with participant involvement and was consistently low for both years. However, it should be noted that no items fell below the interval of four which indicates a positive response in all cases. Each mean score for each survey item increased from 1984-85 to 1985-86.

TABLE 1
SESSION EVALUATION PERCENTAGE OF RESPONSE FREQUENCIES FOR ALL TEACHERS' EQUAL INTERVAL ITEM RESPONSES (N=2005) FOR 1984-85

Item Number	Item	1	2	3	4	5
1	The objectives of this session were:	.79% (not clear)	2.24%	9.98%	29.13%	58.35% (very clear)
2	The content was:	.55% (inappropriate)	1.40%	13.12%	31.22%	53.72% (highly appropriate)
3	The resource materials for this session were:	1.05% (not helpful)	3.19%	16.61%	30.42%	47.68% (very helpful)
4	Participant involvement was:	2.49% (inadequate)	5.84%	22.89%	27.03%	42.74% (adequate)
5	The presenter's knowledge/ organization was:	.55% (poor)	1.35%	6.93%	25.39%	65.04% (excellent)
6	In my job, the concepts/information in this session will be:	1.10% (not helpful)	3.49%	13.87%	31.87%	53.57% (very helpful)
7	My overall evaluation is:	1.00% (poor)	2.54%	11.47%	30.27%	51.92% (excellent)

TABLE 2
EVALUATION PERCENTAGES OF RESPONSE FREQUENCIES
FOR ALL TEACHERS' EQUAL INTERVAL ITEM RESPONSES
1984-85 and 1985-86

Item Number	Item	Scale	Mean Score 1984-85 (N=2005)	Mean Score 1985-86 (N=2749)
1	The objectives of this session were:	(1) not clear to (5) very clear	4.41	4.48
2	The content was:	(1) inappropriate to (5) highly appropriate	4.34	4.47
3	The resource materials for this session were:	(1) not helpful to (5) very helpful	4.18	4.43
4	Participant involvement was:	(1) inadequate to (5) adequate	4.10	4.31
5	The presenters knowledge/ organization was:	(1) poor to (5) excellent	4.54	4.62
6	In my job, the concepts/information in this session will be:	(1) not helpful to (5) very helpful	4.25	4.43
7	My overall evaluation is:	(1) poor to (2) excellent	4.33	4.48

Summary and Conclusions

Project Excel received favorable feedback from teachers as evidenced by the formal evaluation responses as well as informal comments. The findings of this project suggest that the Project Excel model may offer a framework for inservice planners that teachers may respond to favorably. Favorable response from participants suggests that application of learning may indeed occur.

Because of the importance of effective teacher inservice programs it is recommended that further study of the impact of Project Excel needs to consider whether activities do actually generate change and improve instructional techniques. Students gains in achievement levels could be compared and generalizations attributed to the impact of staff development efforts.

A comparison of participants reactions to sessions conducted by out-of-district presenters to that of within-district presenters could be conducted to consider the impact of suggestions made in the literature review. The importance school-level support of Project Excel could provide additional information for inservice planners. It is believed that the inclusion of building level principals and teachers as presenters and planners is a significant feature in the success of the model.

Other interesting concepts that might be explored and developed are the self-instruction and peer group interaction sessions recommended in the literature as highly effective. They could easily be incorporated into the present format as

an idea seminar or discussion session. In addition, panel discussions might offer an interesting variation within the current framework.

As a result of the high degree of positive response Project Excel was expanded after the first year from a one day inservice to a complete three day affair. In addition, the three day inservice included nationally known speakers, breakfasts, lunches, and textbook exhibits. Project Excel has now concluded its third year in Warren County and plans are currently underway for Excel IV.

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APPENDIX A

WARREN COUNTY PUBLIC SCHOOLS
INSERVICE NEEDS SURVEY

TO: Full Time Certified Teachers, Principals, and Central Office Personnel

The purpose of this survey is to provide information necessary to plan inservice education activities for the 1986-87 school year. The items on this instrument were compiled from an earlier survey in which participants indicated their professional needs and concerns.

Inservice activities will be provided for those items having a mean need score of 2.5 or more in each grade span (K-3, 4-6, 7-8, 9-12) and in certain specialty areas.

DUE DATE: 4:30 P.M., WEDNESDAY, FEBRUARY 12, 1986.

Plaese indicate: Grade Span (Circle): K-3 4-6 7-8 9-12

Subject Area Code ___ _____

Subject Area Codes:

01 - All Subjects	09 - Library	17 - Agri-Business
02 - Language Arts	10 - Foreign Language	18 - Home Economics
03 - Math	11 - Art	19 - Industrial Ed.
04 - Science	12 - Music	20 - Administration
05 - Social Studies	13 - Public Service	21 - Central Office
06 - Physical Ed.	14 - Health Occup.	22 - Other
07 - Special Ed.	15 - Business - Office	
08 - Chapter I - Reading	16 - Distributive Ed.	

Enter the numeral which best indicates the degree of Knowledge & Need for each item. DO NOT use fractions.

1 - very low | 2 - low | 3 - high | 4 - very high

	ITEM	KNOWLEDGE	NEED
1.	Adaptive Behavior Assessment.....		
2.	Adaptive P.E.....		
3.	Agriculture.....		
4.	Agriculture Software.....		
5.	Alcohol and Drug Education.....		
6.	Art Activities.....		
7.	Art and Bulletin Board Activities for the Handicapped.....		
8.	Behavior Management.....		
9.	Calcium Deficiency and Eating Habits.....		
10.	Chapter I Guidelines and Procedures.....		
11.	Character Education.....		
12.	Child Abuse.....		
13.	Classroom Climate.....		
14.	Classroom Counseling.....		
15.	Classroom Management.....		
16.	Classrooms/School/Community Relations.....		
17.	Communications.....		
18.	Community Resources.....		
19.	Computer Assisted Instruction and Software Evaluation.....		
20.	Computer Logo.....		
21.	Computer Software.....		
22.	Computer Teacher Utilities and Grade Manager.....		
23.	Coordinating the Efforts of Classroom and Chapter I Teachers.....		
24.	Creative Seatwork for the Primary Grades.....		
25.	Current Regulations Regarding Programs for Exceptional Children.....		
26.	Discipline.....		
27.	Effective Instruction, Effective Teachers, and Effective Schools.....		

BEST COPY AVAILABLE

	ITEM	KNOWLEDGE	NEED
28.	Elementary Speech and Drama		
29.	Foreign Language: Teaching Techniques		
30.	Foreign Language in English Language Instruction.		
31.	Gifted in the Classroom		
32.	Gifted Students		
33.	Grab a Byte and Eat Right		
34.	Grading and Evaluation - Relative to Promotion/ Retention		
35.	Handicapped Students: Selecting Appropriate Computer Software		
36.	Handwriting: Manuscript/Cursive		
37.	Heterogeneous Group: Secondary		
38.	Home Economics		
39.	Home Economics: Abuse in our Society		
40.	Homework		
41.	Importance of Accurate Record keeping in the Classroom		
42.	Inappropriate Adolescent Behavior		
43.	Industrial Arts: Machine Tools		
44.	Interventions and Alternatives: Classroom Instruction		
45.	Kindergarten: Current Regulations Concerning Accreditation Requirements		
46.	Kindergarten: Methods and Materials		
47.	Language: Comprehension/Developmental Lag		
48.	Language for the Hearing Impaired Child		
49.	Language for the Nonverbal Child		
50.	Law		
51.	Learning Centers		
52.	Learning Strategies for the Learning Disabled Student		
53.	Lesson Planning		
54.	Librarians		
55.	Library: Computers		
56.	Library: Literature		
57.	Library/Research/Reference: Essential Skills		
58.	Ling Approach to Speech-Language Therapy		
59.	Map Usage		
60.	Math: An Overview of the Program (Grades 7-12)		
61.	Math: Concepts and Application		
62.	Math: Teaching for Mastery		
63.	Math Word Problems		
64.	Middle Schools: Interdisciplinary Teaching		
65.	Motivation		
66.	Motivation, New Techniques and Activities for Speech and Language		
67.	Music		
68.	Music in the Classroom		
69.	Newspaper in the Classroom		
70.	Non-violent Crisis Intervention		
71.	Nutrition and the Athlete		
72.	Occupational Therapy and Physical Therapist Services		
73.	Oral Language Assessment for the Adolescent		
74.	Parent/Teacher Conferences		
75.	Peer Teaching		
76.	Physical Education		
77.	Professional Improvement		
78.	Questioning Techniques		
79.	Reading (Oral)		
80.	Reading (Vocabulary)		
81.	Reading: Chapter I Teachers Only		
82.	Reading Comprehension and Main Idea		
83.	Reading Essential Skills		
84.	Reading: Grouping		
85.	Reading Skills: Diagnosis-Evaluation		
86.	Reluctant Learner		
87.	Science: Activities		
88.	Science: Junior High		
89.	Science: Update		
90.	Sensible Seatwork		
91.	Sign Language		
92.	Small Engines: Repair and Maintenance		
93.	Social Studies		

	ITEM	KNOWLEDGE	NEED
94.	Special Education and the Kentucky Essential Skills.....		
95.	Special Education in the Regular Classroom.....		
96.	Special Education Students and Competency Testing		
97.	Spelling.....		
98.	Storytelling in Kindergarten and Readiness Classes		
99.	Study Skills and Reading Project: Secondary.....		
100.	Stress.....		
101.	Teacher Made Tests.....		
102.	Thinking Skills Development.....		
103.	Time Management and Time on Task.....		
104.	Tractors: Repair and Maintenance.....		
105.	Use of KEST.....		
106.	Use of the DAF.....		
107.	Utilization of TV in Classroom & Audio-Visual Utilization.....		
108.	Working With the Visually Handicapped in the Classroom.....		
109.	Writing: Essential Skills.....		

Complete the information below if you would like to present an inservice session or if you would like to recommend someone.

_____ _____

Presenter Subject or Topic

_____ _____

Address Phone

_____

APPENDIX B

EXCEL III

WARREN COUNTY PUBLIC SCHOOLS

WHERE CHILDREN PREPARE FOR SUCCESS

August 13, 14, 15, 1986

PROJECT EXCEL III SESSIONS

ACCURATE RECORD KEEPING (1 hour)

INTENDED AUDIENCE: #1 All teachers K-12. Aug. 13, 3:40-4:40. Room 100 (Gym)
Presenter: Edna Cashman, Warren County Schools

DESCRIPTION: Suggestions for accurate record keeping, i.e., attendance, cumulative folders, health records, and reports required of teachers.

AGRICULTURE (3 hours)

INTENDED AUDIENCE: #3 Ag. teachers. Aug. 14, 1:20-4:40. Room 265, EST Bldg, WKU
Presenter: Dr. David Coffey, Western Kentucky University

DESCRIPTION: Presents a review of the course of study for agriculture and lesson plan development. Emphasis will be placed on newly developed units on CBVE for agribusiness education, i.e., livestock production, farm management, etc.

AGRICULTURE SOFTWARE (2 hours)

INTENDED AUDIENCE: #4 Ag. teachers. Aug. 13, 1:20-3:30. Room 265, EST Bldg, WKU
Presenter: Dr. Peter Dreisbach, Western Kentucky University

DESCRIPTION: Available software for use in the agriculture program. Emphasis will be placed on software used by farmers and related businesses.

ART ACTIVITIES (1 hour)

INTENDED AUDIENCE: #5 Classroom teachers K-8. Aug. 15, 8:40-9:40. Room 149
Presenter: Kaye Willis, Warren County Schools

DESCRIPTION: Sequential practical art activities--on a shoestring budget--for the classroom teacher on all levels and subject areas. Handouts will be provided.

BEHAVIOR MANAGEMENT (1 hour)

INTENDED AUDIENCE: #6 All teachers K-6. Aug. 14, 12:10-1:10. Room 129
Presenter: Robert Steen, Warren County Schools
#8 All teachers 9-12. Aug. 14, 11:00-12:00. Room 100 (Gym)
Presenter: Dr. Harry Robe, Western Kentucky University

DESCRIPTION: This will emphasize effective strategies for changing behavior in the classroom, e.g., contracts.

CALCIUM DEFICIENCY AND EATING HABITS (1 hour)

INTENDED AUDIENCE: #9 All teachers K-12. Aug. 13, 12:10-1:10. Room 100 (Gym)
Presenter: Doris Pruitt, Warren County Schools

DESCRIPTION: Join your colleagues in taking a close look at the bone disease--osteoporosis--how it develops, who's at risk, and how it can be prevented. Become aware of the latest calcium research and learn how eating habits of Warren County students are changing. This presentation can assist you with information that can be helpful for your students, but it will also be important in your own personal nutrition.

CHARACTER EDUCATION (1 hour)

INTENDED AUDIENCE: #10 All teachers K-8. Aug. 15, 7:30-8:30. Room 129
Presenter: Joyce Beck, Warren County Schools

DESCRIPTION: This workshop will discuss character education as well as materials and techniques to be utilized by the classroom teacher in building self-concept, self-awareness and confidence.

CHILD ABUSE (1 hour)

INTENDED AUDIENCE: #11 All teachers K-6. Aug. 14, 1:20-2:20. Room 110 (Band)
Presenter: Sgt. Bill Waltrip, Bowling Green Police Department, Juvenile Division
#12 All teachers 7-12. Aug. 14, 11:00-12:00. Room 110 (Band)
Presenter: Sgt. Bill Waltrip, Bowling Green Police Department, Juvenile Division

DESCRIPTION: Laws and teachers' responsibilities will be discussed along with an outline of district procedure and policy. General information for recognizing symptoms will be presented.

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CLASSROOM CLIMATE (1 hour)

INTENDED AUDIENCE: #13 All teachers K-6. Aug. 13, 2:30-3:30. Room 113
Presenter: Stan Glenn, Counselor, Region III Area Vocational School, Henderson, Kentucky
#15 All teachers 9-12. Aug. 13, 1:20-2:20. Room 149
Presenter: Stan Glenn, Counselor, Region III Area Vocational School, Henderson, Kentucky

Presents innovative ideas and strategies that foster positive student/teacher interactions. Discusses the effect of high personal and high student expectations on classroom climate and learning.

CLASSROOM COUNSELING (1 hour)

INTENDED AUDIENCE: #18 All teachers 9-12. Aug. 15, 11:00-12:00. Room 112
Presenter: Ken Draut, Division of Student Services, Kentucky Department of Education

DESCRIPTION: The importance of counseling on behalf of the classroom teacher will be discussed along with suggestions for securing "outside" help when needed.

CLASSROOM MANAGEMENT (1 hour)

INTENDED AUDIENCE: #19 All teachers K-3. Aug. 13, 1:20-2:20. Room 100 (Gym)
Presenter: Dr. Dennis Minix, Warren County Schools
#20 All teachers 4-6. Aug. 13, 2:30-3:30. Room 141
Presenter: Dr. Dennis Minix, Warren County Schools
#22 All teachers 9-12. Aug. 13, 12:10-1:10. Room 113
Presenter: Dr. Dennis Minix, Warren County Schools

DESCRIPTION: This workshop will present ideas and tips for effective management of the classroom (e.g. organization, grouping, work load).

CLASSROOMS/SCHOOL/COMMUNITY RELATIONS (1 hour)

INTENDED AUDIENCE: #23 All teachers 9-12. Aug. 13, 3:40-4:40. Room 129
Presenter: Jerry Leitzell

DESCRIPTION: Crucial to the successful school is positive school/community interaction. Community involvement in relation to the secondary school will be discussed.

COMMUNICATIONS (1 hour)

INTENDED AUDIENCE: #24 All teachers K-12. Aug. 15, 8:40-9:40. Room 112
Presenter: Betty Greene, Warren County Schools

DESCRIPTION: The importance of clear communications, trust, and interpersonal relationships between all parties in the learning process will be presented in an informal open discussion session.

COMMUNITY RESOURCES (1 hour)

INTENDED AUDIENCE: #25 All teachers K-12. Aug. 13, 2:30-3:30. Room 100 (Gym)
Presenter: Anita Shrader, Warren County Schools

DESCRIPTION: This workshop will present a variety of community resources including individuals which may come to the classroom as well as an array of field trips which may be taken for educational enrichment. A partial list of community resources will be furnished.

COMPUTER ASSISTED INSTRUCTION AND TECHNIQUES IN SOFTWARE EVALUATION (2 hours)

INTENDED AUDIENCE: #26 All teachers K-3. Aug. 13, 12:10-2:20. Room 228
Presenter: Ralph Day, Tennessee Book Company, Nashville
#27 All teachers 4-6. Aug. 13, 2:30-4:40. Room 228
Presenter: Ralph Day, Tennessee Book Company, Nashville

DESCRIPTION: Various techniques for using the computer as an instructional tool without taking away from regular classroom activities will be presented, i.e. drill and practice, simulations, etc. The need for systematic and thorough software evaluation will be addressed along with recommended guidelines. Computers will be available so that the participants may view the software as its potential utilization is discussed.

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COMPUTER TEACHER UTILITIES AND GRADE MANAGER (2 hours)

INTENDED AUDIENCE: #30 All teachers K-3. Aug. 14, 12:10-2:20. Room 228
Presenter: Ruth Wingfield, Warren County Schools
#33 All teachers 9-12. Aug. 15, 9:50-12:00. Room 228
Presenter: Mary Moss, Warren County Schools

DESCRIPTION: Demonstrates the MECC (Apple) "Teacher Utilities" and "Grade Manager" Programs. "Teacher Utilities" provides teacher-designed posters, puzzles, drills, tests, and produces statistical data from teacher-supplied facts and figures for frequency and percent. "Grade Manager" records and prints grade scores, computes grades, and allows the teacher to use either percentage grading or curve grading. "Grade Manager" compiles individual student progress reports with teacher comments and computes and prints quarter, semester, and final grades. NOTE: Copies of the program software and documentation will be given to those participants providing two blank diskettes.

COORDINATING THE EFFORTS OF CLASSROOM AND CHAPTER I TEACHERS (1 hour)

INTENDED AUDIENCE: #34 Chapter I and classroom teachers K-6. Aug. 14, 12:10-1:10. Room 139
Presenter: Juliet Banks, Warren County Schools

DESCRIPTION: This presentation will discuss the role of Chapter I instruction. Special emphasis will be placed on techniques for coordinating the efforts of Chapter I and classroom teachers.

CURRENT REGULATIONS REGARDING PROGRAMS FOR EXCEPTIONAL CHILDREN (1 hour)

INTENDED AUDIENCE: #35 All teachers K-12. Aug. 14, 1:20-2:20. Room 127
Presenter: Judy Glass, Warren County Schools

DESCRIPTION: This will be a brief update on current state regulations regarding programs for exceptional children.

DISCIPLINE (1 hour)

INTENDED AUDIENCE: #36 All teachers K-6. Aug. 13, 12:10-1:10. Room 110 (Band)
Presenter: David Eakles, Warren County Schools
#37 All teachers 7-8. Aug. 13, 1:20-2:20. Room 112
Presenter: Dr. Fred Carter, Warren County Schools
#38 All teachers 9-12. Aug. 13, 2:30-3:30. Room 112
Presenter: Dr. Fred Carter, Warren County Schools

DESCRIPTION: Presents practical classroom discipline strategies and innovative discipline techniques including preventive methods, self-discipline, teacher consistency, and social coping skills. A question/answer session will be included and the group will be encouraged to discuss various aspects of discipline strategies.

EFFECTIVE INSTRUCTION, EFFECTIVE TEACHERS, AND EFFECTIVE SCHOOLS (2 hours)

INTENDED AUDIENCE: #39 All teachers K-3. Aug. 13, 2:30-4:40. Room 127
Presenter: Golda Walbert, Barren County Schools
#41 All teachers 9-12. Aug. 13, 12:10-2:20. Room 127
Presenter: Golda Walbert, Barren County Schools

DESCRIPTION: Presents research based characteristics and qualities of effective instruction, effective teachers, and effective schools. The definition of "effective" will be discussed along with decision making, questioning techniques, and adaptability.

EFFECTIVE TEACHING (THE ENTHUSIASTIC CLASSROOM) (3 hours) FEATURED SPEAKER: JOE WAYMAN

INTENDED AUDIENCE: #42 All teachers K-12. Aug. 14, 8:00-10:50. Room 100 (Gym)
Presenter: Joe Wayman, Houston, Texas

Consultant Joe Wayman will present a lively lecture on effective schools and the role of the enthusiastic teacher. This will be a inspiring and motivating session for elementary and middle school teachers.

FOREIGN LANGUAGE: TEACHING TECHNIQUES (2 hours)

INTENDED AUDIENCE: #43 Foreign language teachers 9-12. Aug. 13, 1:20-3:30. Room 129
Presenter: Dr. Nathan Love, Western Kentucky University

DESCRIPTION: Presents techniques to improve the teaching of foreign language.

GIFTED IN THE CLASSROOM (1 hour)

INTENDED AUDIENCE: #44 All teachers K-3. Aug. 14, 3:40-4:40. Room 113
Presenter: Bonnie Beck, Chris Cantrell, and Betty Wade, Warren County Schools

This workshop will identify characteristics of the gifted and discuss certain techniques and materials which can be used by the classroom teacher for meeting the needs of the gifted student.

GRADING AND EVALUATION - RELATIVE TO PROMOTION/RETENTION (1 hour)

INTENDED AUDIENCE: #46 All teachers K-2. Aug. 13, 12:10-1:10. Room 112
Presenter: Dr. Tom Pearce, Warren County Schools
#47 All teachers 3-8. Aug. 13, 1:20-2:20. Room 110 (Band)
Presenter: Dr. Tom Pearce, Warren County Schools
#48 All teachers 9-12. Aug. 13, 2:30-3:30. Room 201
Presenter: Dr. Tom Pearce, Warren County Schools

DESCRIPTION: Presents strategies and guidelines for fairness and consistency in evaluation and grading. Will include suggestions for evaluating the low achiever, the exceptional student and the non-English speaking student. The philosophy of grading and evaluation (K-12) will be explored in this workshop.

HOME ECONOMICS (3 hours)

INTENDED AUDIENCE: #50 Home Economics teachers, K-12. Aug. 14, 8:40-12:00. Room 201
Presenter: Romanza Johnson, Bowling Green Municipal Utilities

DESCRIPTION: Presents techniques to improve the teaching of home economics.

HOME ECONOMICS: ABUSE IN OUR SOCIETY (2 hours)

INTENDED AUDIENCE: #51 Home Economics teachers and K-12. Aug. 13, 12:10-2:20. Room 201
Presenter: Dr. Joyce Rasdall

DESCRIPTION: The following forms of abuse will be discussed: dating, spouse, child, sexual, and abuse of the elderly.

INAPPROPRIATE ADOLESCENT BEHAVIOR (2 hours)

INTENDED AUDIENCE: #52 All teachers 7-9. Aug. 13, 12:10-2:20. Room 140 (Library)
Presenter: Dr. William Schlinker, Warren County Schools.

Some different perspectives on teaching students in grades 7-9 who exhibit inappropriate classroom behaviors will be discussed. Also being discussed will be some of the frequently overlooked principles and observations of the psychology of adolescence.

INDUSTRIAL ARTS: MACHINE TOOLS (2 hours)

INTENDED AUDIENCE: #53 Industrial Arts teachers. Aug. 13, 12:10-2:20. Room 123
Presenter: Dr. Frank Pittman, Western Kentucky University

DESCRIPTION: This presentation will deal with the proper maintenance of machine tools.

KINDERGARTEN: CURRENT REGULATIONS/ACCREDITATION/METHODS AND MATERIALS (2 hours)

INTENDED AUDIENCE: #54 Kindergarten teachers. Aug. 13, 1:20-3:30. Room 124
Presenter: Virginia Murphy, Warren County Schools

DESCRIPTION: This presentation will be concerned with regulations governing accreditation and current early childhood education philosophy. Interesting materials to be used in learning centers will be presented along with some innovative teaching techniques for working with young children.

KENTUCKY HISTORY (2 hours)

INTENDED AUDIENCE: #55 Fourth grade teachers. Aug. 14, 11:00-1:10. Room 141
Presenter: Anita Newman, Highland Elementary School, Owensboro, Kentucky

DESCRIPTION: This presentation will focus on the teaching of Kentucky History. Practical ideas and materials for the classroom will be shared.

LAW (2 hours)

INTENDED AUDIENCE: #57 All teachers K-12. Aug. 15, 7:30-9:40. Room 122
Presenter: Wayne Young, KASA, Frankfort

DESCRIPTION: Participants in this workshop will hear a review of recent legislation related to education. Issues relative to school administration, finance, liability and curriculum will be included in this discussion.

LEARNING CENTERS (1 hour)

INTENDED AUDIENCE: #58 All teachers K-3. Aug. 13, 2:30-3:30. Room 149
Presenter: Dorothy Newbold, Simpson County Schools
#59 All teachers 4-6. Aug. 13, 1:20-2:20. Room 113
Presenter: Dorothy Newbold, Simpson County Schools

DESCRIPTION: The effective use of learning centers in kindergarten will be presented along with ideas and how they should be established and organized.

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LEARNING STRATEGIES FOR THE MILDLY HANDICAPPED (12 hours)

INTENDED AUDIENCE: #60 EMH and LD teachers. Aug. 13, 12:10-4:40 and Aug. 14, 7:30-4:40. Room 125
Presenter: Vickie Porter, Office of Education for Exceptional Children, Kentucky Department of Education

DESCRIPTION: Intensive training will focus on the teaching of those rules, principles, and procedures that enable students to solve learning problems and perform tasks independently. Special education teachers will continue this workshop for three, one-day sessions during the year. Participants must take the total 12 hours.

LESSON PLANNING (1 hour)

INTENDED AUDIENCE: #61 All teachers K-6. Aug. 13, 12:10-1:10. Room 149
Presenter: Marjorie Hayes, Franklin County Schools
#62 All teachers 7-12. Aug. 13, 3:40-4:40. Room 113
Presenter: Marjorie Hayes, Franklin County Schools

DESCRIPTION: Presents examples and effective guidelines designed to achieve clear and concise lesson plans. Techniques for writing concepts, purposes, and objectives will be discussed along with long- and short-term planning. This workshop will unify significant features of lesson planning as it applies in Warren County Schools with suggestions on documentation of Kentucky Essential Skills taught.

LIBRARY: COMPUTERS (2 hours)

INTENDED AUDIENCE: #63 Librarians. Aug. 13, 12:10-2:20. Room 140A
Presenter: Joyce Twyman, Supervisor of Librarians, Fort Knox Schools

DESCRIPTION: The use of microcomputers in circulation, distribution, scheduling, acquisition, holdings records, and bibliographic dissemination in the school media center. Also, the use of the word processing programs and statistical programs.

LIBRARY: LITERATURE (1 hour)

INTENDED AUDIENCE: #64 Librarians. Aug. 15, 8:40-9:40. Room 140 (Library)
Presenter: Dr. Robert Smith, Western Kentucky University

DESCRIPTION: Presentation of recent literature for librarians.

LIBRARY/RESEARCH/REFERENCE: ESSENTIAL SKILLS (2 hours)

INTENDED AUDIENCE: #65 All teachers K-12, and all librarians. Aug. 14, 12:10-2:20. Room 140 (Library)
Presenter: Carol Lee and Fay Edwards, Librarians, Jefferson County Schools

DESCRIPTION: Presents each of these skills as an extension and integral part of classroom instruction. Strategies for teaching these skills will be presented.

LING APPROACH TO SPEECH-LANGUAGE THERAPY (6 hours)

INTENDED AUDIENCE: #66 Speech teachers. Aug. 14, 7:30-3:30. Room 124
Presenter: Bonnie Nicks, Preschool Satellite Program, Bowling Green, Kentucky School for the Deaf

DESCRIPTION: The Ling system, a multi-phonemics approach to articulation, will be presented.

MAP USAGE (2 hours)

INTENDED AUDIENCE: #67 All teachers 3-6. Aug. 14, 2:30-4:40. Room 127
Presenter: William Joel Jett, Nystrom Map and Globe, Nashville, Tennessee
#68 All teachers 7-12. Aug. 14, 8:40-10:50. Room 127
Presenter: William Joel Jett, Nystrom Map and Globe, Nashville, Tennessee

DESCRIPTION: The presentation will discuss how teachers can use maps and map exercises in the classroom.

MATH: AN OVERVIEW OF THE PROGRAM (GRADES 7-12) (2 hours)

INTENDED AUDIENCE: #69 All teachers 7-12. Aug. 15, 8:40-10:50. Room 113
Presenter: Jim Moore, Teacher, Danville, Kentucky

DESCRIPTION: An overview of the newly proposed math curriculum and how it relates to adopted texts will be discussed.

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MATH: CONCEPTS AND APPLICATION/TEACHING FOR MASTERY/WORD PROBLEMS (2 hours)

INTENDED AUDIENCE: #70 All teachers K-3. Aug. 14, 11:00-1:10. Room 113
Presenter: Dr. Robert Panchyshyn, Western Kentucky University, Bowling Green
#72 All teachers 7-12. Aug. 14, 1:20-3:30. Room 141
Presenter: Allan Podbelsek, Instructional Coordinator of Math, Jefferson County Schools

DESCRIPTION: The objective of this workshop will be to introduce specific, practical hands-on types of math activities which will improve the understanding of word problems. The purpose is to focus instruction at the application and analysis level of the cognitive level. This workshop will also address the importance of building a good foundation or mastery of basic facts before proceeding with more involved processes.

MIDDLE SCHOOLS: INTERDISCIPLINARY TEACHING (2 hours)

INTENDED AUDIENCE: #73 All teachers K-12. Aug. 14, 12:10-2:20. Room 149
Presenters: Clara Smith and Brenda Hunter, Fort Campbell Middle Schools

DESCRIPTION: The interdisciplinary teaching approach to the basic subject areas in the middle school will be discussed.

MOTIVATION (1 hour)

INTENDED AUDIENCE: #77 All teachers 9-12. Aug. 15, 7:30-8:30. Room 140 (Library)
Presenter: Henry Smalling, Warren County Schools

DESCRIPTION: Deals with aspects of self-motivation and internal motivators that foster positive academic growth. This presentation emphasizes techniques and strategies for classroom use.

MOTIVATION: NEW TECHNIQUES AND ACTIVITIES FOR SPEECH AND LANGUAGE (1 hour)

INTENDED AUDIENCE: #78 Speech teachers. Aug. 13, 12:20-3:30. Room 134
Presenter: Misha Gover, Hopkins County Schools

DESCRIPTION: This presentation will feature innovative and creative approaches to speech and language therapy.

MUSIC (2 hours)

INTENDED AUDIENCE: #79 Music teachers. Aug. 14, 12:10-2:20. Room 112
Presenter: Dr. Irma Collins, Murray State University

DESCRIPTION: This workshop will feature Joe Wayman, a nationally recognized educational consultant associated with Good Apple, Inc. Emphasis will be the total general music program in all classroom arrangements, i.e., playing instruments, vocal music reading, and listening.

MUSIC IN THE CLASSROOM (1 hour)

INTENDED AUDIENCE: #80 Classroom teachers K-6. Aug. 14, 3:40-4:40. Room 110 (Band)
Presenter: Joe Wayman, Houston, Texas.

DESCRIPTION: Joe Wayman - author, recording artist, illustrator, teacher, and currently an educational consultant with Good Apple, Inc. - will present a variety of ways that music can be taught in the classroom, in all subject areas, by the regular classroom teacher. Also, a materials list will be available.

NEWSPAPER IN THE CLASSROOM (1 hour)

INTENDED AUDIENCE: #81 All teachers K-6. Aug. 14, 2:30-3:30. Room 140 (Library)
Presenter: Bobby Stokes, Park City Daily News, Bowling Green
#82 All teachers 7-12. Aug. 14, 12:10-1:10. Room 110 (Band)
Presenter: Bobby Stokes, Park City Daily News, Bowling Green

DESCRIPTION: This session will demonstrate how the newspaper can be used in all content areas in grades K-12. Emphasis will be given to reading, spelling, and vocabulary development.

NON-VIOLENT CRISIS INTERVENTION (12 hours)

INTENDED AUDIENCE: #83 Teachers of TMH, S/P and Multi-Handicapped. Aug. 13, 12:10-4:40, and Aug. 14, 7:30-4:40. Room 145
Presenter: Pat Guthrie, Warren County Schools

DESCRIPTION: This twelve-hour workshop will be presented by a trainer certified by the National Crisis Prevention Institute. Anyone who may have to manage disruptive, out-of-control, or violent behavior will find these safe and proven "how-to" methods to be very effective.

Program participants will obtain skills that allow them to: identify the potential for violent or disruptive behavior, reduce tensions, prevent violent episodes, intervene safely in violent situations, maintain effective staff operation during a crisis, improve staff confidence and morale and provide optimum safety for staff and students. Participants must take the total twelve hours of training.

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NUTRITION AND WELLNESS (2 hours)

INTENDED AUDIENCE: #84 All teachers K-12. Aug. 15, 8:40-10:50. Room 201
Presenter: Sara John, Dairy and Food Nutrition Council, Louisville

DESCRIPTION: Valid, updated information will be presented by the Dairy Council.

ORGANIZATION AND ADMINISTRATION IN THE MODERN MIDDLE SCHOOL (2 hours)

INTENDED AUDIENCE: #85 All teachers K-12. Aug. 13, 2:30-4:40. Room 110 (Band)
Presenter: Dr. Jim Stone, Noe Middle School, Jefferson County Schools

DESCRIPTION: This program will outline the proposed structure and organization of the new Warren County middle schools. The presenter will demonstrate how advisement team planning and instruction impact on an improved curriculum program for middle-aged children. The presenter will be experienced in middle school education and an accomplished speaker.

ORGANIZING AND MANAGING ESSENTIAL SKILLS INSTRUCTION (READING AND MATH) (3 hours)*

INTENDED AUDIENCE: #86 All teachers K-3. Aug. 15, 8:40-12:00. Room 100 (Gym)
Presenter: Consultant, Houghton Mifflin Company
#87 All teachers 4-6. Aug. 14, 1:20-4:40. Room 100 (Gym)
Presenter: Consultant, Houghton Mifflin Company
#88 All teachers 7-8. Aug. 14, 11:00-1:10. (2 hours only)* Room 299
Presenter: Consultant, Houghton Mifflin Company

DESCRIPTION: This workshop will provide information on reading and mathematics instruction. It will include, but not be limited to the following: essential skills testing and utilization of test results, grouping and effective reading and math instruction, informal techniques and diagnosis of student problems, prescription development, materials and curriculum match in reading and math, and appropriate seatwork activities.

PARENT/TEACHER CONFERENCES (1 hour)

INTENDED AUDIENCE: #89 All teachers K-6. Aug. 14, 12:10-1:10. Room 222
Presenter: William Franklin, Warren County Schools
#90 All teachers 7-12. Aug. 14, 8:40-9:40. Room 144
Presenter: Joe Watkins, Warren County Schools

DESCRIPTION: This presentation will offer suggestions on how to have an effective parent/teacher conference (e.g. what to include, length, good strategies).

PEER TEACHING (1 hour)

INTENDED AUDIENCE: #92 All teachers 7-12. Aug. 15, 11:00-12:00. Room 140 (Library)
Presenter: Therese Suzuki

DESCRIPTION: The concept of peer teaching will be presented along with examples and potential uses, i.e., slow learner, mainstreamed student, etc.

PHYSICAL EDUCATION (2 hours)

INTENDED AUDIENCE: #94 All teachers K-8. Aug. 15, 9:50-12:00. Room 139
Presenter: Ron Hurley, Warren County Schools.

DESCRIPTION: Physical education strategies will be presented for the elementary classroom teacher. Emphasis will be on effective, innovative use of available equipment and limited facilities.

POSITIVE MENTAL HEALTH CONCEPTS (COMMON SENSE DECISION-MAKING) (12 hours)

INTENDED AUDIENCE: #95 Counselors and teachers K-12. Aug. 13, 12:10-4:40, and Aug. 14, 7:30-4:40. Room 122
Presenter: Dr. Roger Mills and Dr. Linda Herne of the University of Miami, and Dr. Nancy Minis, Western Kentucky University, Bowling Green

DESCRIPTION: This workshop will provide counselors and teachers with the strategies and techniques to be used to teach students positive mental health concepts, such as how to make decisions that are based on good judgement and common sense. The workshop will also deal with self-concept activities and strategies for improving same. Participants must take the total twelve hours of training.

PROFESSIONAL IMPROVEMENT (1 hour)

INTENDED AUDIENCE: #96 All teachers K-8. Aug. 14, 11:00-12:00. Room 140 (Library)
Presenter: Gary Conkin
#97 All teachers 9-12. Aug. 14, 12:10-1:10. Room 144
Presenter: Gary Conkin

DESCRIPTION: Deals with aspects of professional/personal growth, internal motivators, and the importance of self-discipline. Practical ideas will be emphasized.

QUESTIONING TECHNIQUES (1 hour)

INTENDED AUDIENCE: #98 All teachers 9-12. Aug. 14, 9:50-10:50. Room 144
Presenter: Dr. Robert Melville

DESCRIPTION: This presentation will identify questioning techniques for secondary teachers.

READING (ORAL) (1 hour)

INTENDED AUDIENCE: #99 All teachers K-3. Aug. 14, 11:00-12:00. Room 149
Presenter: Virginia Murphy, Warren County Schools

DESCRIPTION: This workshop will outline the techniques for using oral reading as a diagnostic-evaluative tool. Ways to use directed silent reading as an introductory reading activity will be demonstrated.

READING (VOCABULARY) (1 hour)

INTENDED AUDIENCE: #101 All teachers K-6. Aug. 14, 12:10-1:10. Room 127
Presenter: Sally Calkins

DESCRIPTION: Demonstrates specific activities, ideas and strategies for teaching vocabulary in the content areas. Vocabulary instruction as applied to all content areas will be addressed. Innovative ideas will be suggested which should make word study more interesting.

READING COMPREHENSION AND MAIN IDEA (1 hour)

INTENDED AUDIENCE: #103 All teachers K-3. Aug. 14, 2:30-3:30. Room 149
Presenter: Virginia Murphy
#105 All teachers 9-12. Aug. 14, 3:40-4:40. Room 140 (Library)
Presenter: Terry Clayton and Judy R. Johnson, Warren County Schools

DESCRIPTION: Designed to present specific instructional management techniques allowing teachers to diagnose and group students for effective reading instruction. Provides activities and strategies for teaching comprehension and main idea which include evaluation and interpretation.

This workshop will provide hands-on activities which will help students to identify the main idea, the topic sentence, and to arrange a story in proper sequence. Predicting probable outcomes, defining character traits and making reasonable inferences are also areas which this workshop will address.

RELUCTANT LEARNER (1 hour)

INTENDED AUDIENCE: #106 All teachers K-6. Aug. 15, 7:30-8:30. Room 112
Presenter: Susy Philhours, Warren County Schools
#107 All teachers 7-12. Aug. 15, 9:50-10:50. Room 112
Presenter: Dr. Harry Robe

DESCRIPTION: This session will deal with motivation strategies to be used with the student who just sits or one who says "I won't do it and you can't make me."

SCIENCE: ACTIVITIES (2 hours)

INTENDED AUDIENCE: #108 All teachers 4-8. Aug. 15, 8:40-10:50. Room 218
Presenter: Doug Jenkins, Warren County Schools

DESCRIPTION: How to add "spice" to the science class. Emphasis will be on student activities, appropriate demonstrations, and teacher made materials.

SCIENCE: UPDATE (2 hours)

INTENDED AUDIENCE: #109 All teachers 9-12. Aug. 15, 8:40-10:50. Room 146
Presenter: Frank Howard, Science Consultant, Kentucky Department of Education

DESCRIPTION: The presentation will deal with current information/developments in each of the three science disciplines: biology, chemistry, physics.

SIGN LANGUAGE (1 hour)

INTENDED AUDIENCE: #110 All teachers K-12. Aug. 13, 3:40-4:40. Room 112
Presenter: Bonnie Nicks, Preschool Satellite Program, Bowling Green, Kentucky School for the Deaf

DESCRIPTION: A review of sign language and adaptive sign language will be presented.

SMALL ENGINES: REPAIR AND MAINTENANCE (3 hours)

INTENDED AUDIENCE: #111 Ind. Arts/Ag. teachers. Aug. 14, 8:40-12:00. Room 121
Presenter: Dr. Edward Hein, Western Kentucky University

DESCRIPTION: Operation, repair and maintenance of small engines will be discussed.

SOCIAL STUDIES (2 hours)

INTENDED AUDIENCE: #113 All teachers 7-12. Aug. 15, 9:50-12:00. Room 129
Presenter: Glenda Donoho, Kentucky Department of Education

DESCRIPTION: This workshop will discuss some basic social studies concepts which should be addressed at each grade level. Techniques and materials will be addressed.

SPECIAL EDUCATION IN THE REGULAR CLASSROOM (1 hour)

INTENDED AUDIENCE: #115 All teachers K-12. Aug. 14, 3:40-4:40. Room 144
Presenter: Dr. John Vokurka, Western Kentucky University

DESCRIPTION: The concept of mainstreaming will be discussed along with effective mainstreaming techniques on the primary, intermediate, junior high, and high school levels. The responsibilities of the regular classroom teacher and the teacher of exceptional children will also be discussed, in relation to specific guidelines for grading, discipline, and credits. The presentation will include effective instructional programming alternatives for students who do not qualify for placement and related services.

STRESS (2 hours)

INTENDED AUDIENCE: #117 All teachers K-12. Aug. 15, 7:30-9:40. Room 110 (Band)
Presenter: Christine Sowders, Psychotherapist, Bowling Green
#118 All teachers K-12. Aug. 15, 9:50-12:00. Room 110 (Band)
Presenter: Christine Sowders, Psychotherapist, Bowling Green

DESCRIPTION: This workshop will explain ways to handle or cope with stress as well as ways to avoid it. Specific strategies for dealing with job related stress will be given a high priority for this session.

TEACHER MADE TESTS (1 hour)

INTENDED AUDIENCE: #120 All teachers 4-8. Aug. 13, 12:10-1:10. Room 129
Presenter: Harold Cowles and E. J. Decker, Warren County Schools
#121 All teachers 9-12. Aug. 13, 1:20-2:20. Room 139
Presenter: Harold Cowles and E. J. Decker, Warren County Schools

DESCRIPTION: Presents guidelines for good test making and the teacher made test as an instructional tool. Bloom's Taxonomy as it applies to assessment will be outlined and explained.

THINKING SKILLS DEVELOPMENT (2 hours)

INTENDED AUDIENCE: #122 All teachers K-3. Aug. 14, 1:20-3:30. Room 144
Presenter: Bonnie Beck, Warren County Schools
#124 All teachers 4-8. Aug. 14, 9:50-12:00. Room 129
Presenter: Dr. Warren Hill, Westfield State College, Westfield, Massachusetts
#125 All teachers 9-12. Aug. 14, 7:30-9:40. Room 140 (Library)
Presenter: Dr. Warren Hill, Westfield State College, Westfield, Massachusetts

DESCRIPTION: Activities will be presented that can be utilized by all levels to promote and develop thinking skills.

TIME MANAGEMENT AND TIME ON TASK (1 hour)

INTENDED AUDIENCE: #126 All teachers K-6. Aug. 13, 3:40-4:40. Room 149
Presenter: Linda Thompson, Advance Technology, Indianapolis, Indiana
#127 All teachers 7-12. Aug. 13, 2:30-3:30. Room 139
Presenter: Linda Thompson, Advance Technology, Indianapolis, Indiana

DESCRIPTION: Deals with instructional time management discussing students' actual engaged time, time loss and distractors, time on and off task, organizational skills, and prevention techniques.

TRACTORS: REPAIR AND MAINTENANCE (3 hours)

INTENDED AUDIENCE: #128 Ag. teachers. Aug. 15, 8:40-12:00. Room 310
Presenter: Cletus Mitchell, Western Kentucky University

DESCRIPTION: Repair and maintenance of hydraulics will be discussed.

USE OF KEST (1 hour)

INTENDED AUDIENCE: #129 All teachers K-6. Aug. 14, 1:20-2:20. Room 139
Presenter: Scott Trimble, Kentucky Department of Education
#130 All teachers 7-12. Aug. 14, 2:30-3:30. Room 110 (Band)
Presenter: Scott Trimble, Kentucky Department of Education

DESCRIPTION: This workshop will discuss the multiple uses of KEST information by the classroom teacher to more adequately meet the needs of the individual students. A case study will be presented showing how the test data was utilized for this student.

UTILIZATION OF TV IN CLASSROOM & AUDIO-VISUAL UTILIZATION (2 hours)

INTENDED AUDIENCE: #131 All teachers K-8, and Librarians. Aug. 13, 2:30-4:40. Room 140 (Library)
Presenter: Tom Vittitow, KET

DESCRIPTION: Intends an overview of new KET programs, correct classroom usage, with question/answer session on equipment. Sessions will be geared to the grade levels and content areas represented in each group.

WRITING: ESSENTIAL SKILLS (2 hours)

INTENDED AUDIENCE:
#132 All teachers K-3. Aug. 13, 12:10-2:20. Room 299
Presenter: Carolyn Gentry, Warren County Schools
#133 All teachers 4-6. Aug. 13, 2:30-4:40. Room 299
Presenter: Penny Skillern and Jeannie Taylor, Warren County Schools
#134 All teachers 7-8. Aug. 14, 2:30-4:40. Room 112
Presenter: Penny Skillern and Jeannie Taylor, Warren County Schools
#135 All teachers 9-12. Aug. 14, 7:30-9:40. Room 129
Presenter: Diane Elson, Warren County Schools

DESCRIPTION: Essential skills in writing in the major areas of mechanics, structure/usage, and composition will be presented. Copies of the writing skills for each level will be available at the sessions. Emphasis will be placed on simplifying writing assignments that key in on skills and on interesting topics to write on.

APPENDIX C

Warren County Public Schools
Project Excel: August 16, 1984
Session No. _____

Please answer all questions by circling the number which best indicates your response.

1.	The objectives of this session were:	not clear 1	2	3	4	very clear 5
2.	The content was:	inappropriate 1	2	3	4	highly appropriate 5
3.	The resource materials for this session were:	not helpful 1	2	3	4	very helpful 5
4.	Participant involvement was:	inadequate 1	2	3	4	adequate 5
5.	The presenter's knowledge/ organization was:	poor 1	2	3	4	excellent 5
6.	In my job, the concepts/ information in this session will be:	not helpful 1	2	3	4	very helpful 5
7.	My overall evaluation is:	poor 1	2	3	4	excellent 5

8. Comments: _____

Warren County Public Schools
Project Excel: August 16, 1984
Session No. _____

Please answer all questions by circling the number which best indicates your response.

1.	The objectives of this session were:	not clear 1	2	3	4	very clear 5
2.	The content was:	inappropriate 1	2	3	4	highly appropriate 5
3.	The resource materials for this session were:	not helpful 1	2	3	4	very helpful 5
4.	Participant involvement was:	inadequate 1	2	3	4	adequate 5
5.	The presenter's knowledge/ organization was:	poor 1	2	3	4	excellent 5
6.	In my job, the concepts/ information in this session will be:	not helpful 1	2	3	4	very helpful 5
7.	My overall evaluation is:	poor 1	2	3	4	excellent 5

8. Comments: _____